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AUTHOR Spann, Jerry
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ABSTRACT

To address the Comprehensive Employment and Training Act (CETA) client's need for career development experience and skills, the Affirmative Action Office of Dane County (Wisconsin) and the Adult Work Experience Program (AWEP) staff plan to implement a year-long training program aimed at job exploration, internship, and personalized decision making. This Experience-Based Career Education (EBCE) program is designed to introduce employer-directed career development into the placement process. Primarily adapted from the Philadelphia model which was developed and field tested by the National Institute of Education, the proposed training design utilizes a two-phase, pre-placement learning process. Following in-take evaluation, phase 1 begins with the client's exploration of as many as five areas: labor and maintenance, social services, health services, business and office, and civil and criminal law. In phase 2, specialization, clients select internship sites and design skill-centered learning contracts. Guidance and basic skills remediation are offered, and clients are helped to determine their needs and interests and to make personalized career choices. (Appended are [1] a continuum of possible exploration activities originating from the Philadelphia research, [2] examples of exploration programs using a Food and Drug Administration Program and a Philadelphia Free Library program, and [3] a sample specialization contract.) (CSS)

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CAREER EXPLORATION AND SPECIALIZATION:

A NEW TRAINING DESIGN

FOR ADULT AND YOUTH WORK EXPERIENCE

AUGUST 8, 1977

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CONCEPT PAPER PREPARED BY

JERRY SPANN
DANE COUNTY AFFIRMATIVE ACTION OFFICER
OFFICE OF THE COUNTY EXECUTIVE
MADISON, WISCONSIN

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

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CAREER EXPLORATION AND SPECIALIZATION:

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PART I: HISTORY

Early in 1971, the National Institute of Education began a major research and development initiative in career education. Called Experience-Based Career Education (EBCE), this initiative addressed a tragic irony of American education: although work is the most significant public activity of most Americans, most Americans are not truly educated for work.

School systems and training institutions have grown up in a kind of splendid isolation from the world of work. Students have historically been grouped into three classist tracks. The least fortunate of the three have been the drop-outs. Those able to cope with the public education system but not perceived as college material have been mechanically slotted into vocational and distributive education programs without any real opportunity to explore a wide range of alternatives. The so-called fortunate elite have been the "college bound."

Notwithstanding status in the system, however, none of the "classes" have been effectively served in terms of education for career decision-making, planning, and action. The vast majority of secondary students, irrespective of family background or academic achievement, have had no experiential means of assessing their interests, temperaments, or abilities relative to the demands and rewards of real work. Although the career decisions they make will shape their life-styles and identities in profound ways, more often than not, they will have to "elect" or fall into a career

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without any practical knowledge of the political, social, and professional realities of the working place.

Beyond these limitations of self-definition and career knowledge, is a largely empty or misguided vision of the nature and range of available career options. They have heard what their mothers and fathers do to pay the bills; they see in a limited way what their teachers do in the classroom, and they hear, from time to time, a promotional job sell, usually from vested interests of one sort or another.

The immense number of other career possibilities do not exist in their imaginations or their experience except as presented by the mass media: glamorous, amorous doctors and nurses hurrying down corridors to triumph over the next medical catastrophe; rookie policemen proving themselves in endless shoot-outs, and defense attorneys winning, again, for the good guys. Add to these, a smattering of heroic sports figures, secretaries to men in powerful positions, theatrical broadcasters, and visible journalists and their counterparts in the cinema. Not a factual or personalized basis for choice and action. Thus effective career education must address very specific needs for:

1. An Experienced-Based picture of a broad range of careers and the demands and satisfactions relative to each.
2. Sharper and broader definition of individual interests, skills, abilities, and temperamental inclinations.
3. The capacity to process both new self-awareness and career exposure toward

authentic career decision-making and the purposeful action those decisions will require.

EBCE conceptualizers have had these three broad aims in mind. They have attempted, furthermore to bridge the enormous gap between the classroom and the place of work, to bring learning and working together, and to utilize the employer site as a teaching resource of major proportions.

For the past few years, National Institute of Education has funded and monitored four regional research and development laboratories in different corners of the land (Charleston; Oakland; Portland, Oregon and Philadelphia). Each of the demonstration sites has served a different client group in a different setting. EBCE is currently being tried out in school districts in several states, with special attention to the changes these programs undergo to fit into new locations. The short-term and long-term implications of EBCE are being further studied in a nation-wide series of exemplary projects which target, among others, handicapped, Native American, dropout, as well as post-secondary populations.

The Philadelphia model of EBCE has especially promising applications to meet the needs of prime sponsor clients. Further, it suggests a new learning structure for several elements of the Adult Work Experience Program. And it can be utilized as a design for linking the County's affirmative action goals with AWEP's training and placement needs. The following paragraphs (1) outline the basic components of the Philadelphia EBCE model, (2) sketch the model as it might be adopted in an AWEP/County liaison for training and (3) consider the objectives and benefits of such an EBCE application.

PART II: THE PHILADELPHIA EBCE MODEL

Just what is EBCE? Before detailing program contents, a brief outline of Philadelphia program components and their setting is in order.

The Philadelphia demonstration project chose a massive, classic urban highschool as its base of operations. Program participants were predominently juniors and seniors with a broad range of skill and motivation levels and an extremely rich ethnic mix (75% Black, 8-10% Spanish Speaking, the balance Asian and ethnic whites).

Although there were many more differences than similarities in the client population of 300, several generalizations could be safely made: (1) participants had to be sufficiently motivated to attend regularly and sufficiently independent to move freely over the City to various employer sites, (2) the median achievement level in math/English skills was no more than ninth grade, (3) few of the student clients had any real notion of what they wanted to do, (4) few had had any opportunity to explore career options, (5) most were alienated from conventional learning situations, and (6) most were from low-income or lower middle-class minority families.

At the heart of the EBCE project was the Career Development component which included a learning process of two distinct phases: Career Exploration and Career Specialization. Career Exploration was the clients' first level of contact with the vast array of Philadelphia's public and private employer sites. To give this experience shape, twenty-three individual exploration courses were designed. Each lasted twelve weeks (1 day per week),

each was composed of a structured cluster of employer sites related by commonalities in careers represented and work performed.

Example Exploration Cluster Courses

A. Communications

1. Free Library of Philadelphia
2. T.V. Station
3. Radio Station
4. Publishing House

B. Finance

1. Major Bank
2. Large Insurance Company
3. Loan Association
4. Stock Exchanges

C. Law and Justice

1. Police Department
2. District Attorney's Office
3. Prison System
4. Law Firm

D. Health Services

Depts. of a large hospital:
1. Respiratory
2. Physical Therapy
3. Operating Ro[illegible]
4. Dietary, etc.

Individual employer sites contributed from one to six program days of the twelve weeks. As a whole, the twelve weeks aimed at demonstrating the broadest possible range of careers in the given career area. A group of fifteen participants in the Law and Justice Exploration, for example, experienced at firsthand some 35 to 40 different law-related careers. Activities at any one employer site varied widely, being drawn from a continum of eight types of learning experiences (The complete continum with example activities and sample Exploration programs appear in the attached appendix.).

After clients had participated in at least two Exploration courses, they were free to move into the second step of the process: Career Specialization. In this phase, a client put a single career interest to the test. While Exploration surveyed the field, Specialization narrowed choice down for the purpose of intensive experiencing of an individual career in a single employer setting. For example, a client who had found himself/herself interested, through Exploration, in the work of paralegal assistant in the D. A.'s office, could choose to be interned in the Victims' and Witnesses' Assistance Program where he/she could learn more specific, job-related skills (See Appendix for sample learning contract.).

After one Specialization, several options were open: (1) a continuation of the same Specialization, (2) a different Specialization in the same career area, (3) a second Specialization in a totally different career area or (4) a return to the Exploration level to survey new career areas.

Two additional components supported Exploration and Specialization (the two structures of the Career Development Component). The most far-reaching of these was the Guidance Component which included both group and individual sessions. Participants met twice a week for "Group Guidance" and at least once every three weeks with their individual counselors. The purpose of both the group and individual encounters was to process the information and experiences gained at employer sites. Specific decision-making and employability skills were also developed.

The Academic Skills Center provided the third and final gross program component. Clients concentrated on basic math and English

skills using the ILA individualized learning materials. Each participant moved at his/her own pace through a learning program prescribed by a skills teacher.

PART III: APPLICATIONS TO AWEP

The Adult Work Experience Program, with its experienced counselling staff, its basic skills center, its need for rich and various field experiences at employer sites and its structural flexibility, offers a very promising environment for a small EBCE pilot project of 32 clients. AWEP's client population is in fact similar in many respects to that of the Philadelphia model. Although the average client age is higher in AWEP, the basic needs for broad-ranging career exploration and skill development are the same. Further, motivation levels, ethnic mix, and levels of education achievement would appear to be roughly comparable.

Dane County government can, for its part, provide project development expertise and 34 different departments containing a large range of different careers which can be made available for teaching-learning exposure in both Exploration and Specialization activities. The benefits to Dane County are numerous:

1. Increased County employee interaction with minorities and other significant segments.
2. Opportunities to evaluate job competence of potential employes.
3. Involvement of County personnel in self-assessment and group learning activities.
4. Involvement of County departments in substantive affirmative action efforts.

5. Acquisition more competitive affirmative action group applicants.
6. Permanent employment of increased numbers of under-represented group members.
7. Gaining public recognition for innovative programing in affirmative action.

AWEP might expect to gain in the following ways:

1. Addition of Career Exploration, Specialization and Group Guidance as training components.
2. Strengthened AWEP program structure and process.
3. Access to County job sites for training.
4. Greater potential for job placement in the County.
5. Increased numbers of more job-competitive and self-directed clients.

PART IV: CONTENT AND PROGRAM PROCESS

Preliminary planning has identified five critical Exploration course areas; these five take into account client needs, County vacancy projections and the availability of departmental training resources. The planned Explorations with their potential departmental training sites are outlined below:

County Exploration Courses

I. Labor & Maintenance

1. Parking Ramp
2. City-Co. Bldg. Maint.
3. Lakeview Bldgs.& Grds.
4. Highway
5. Parks

II. Social Services

1. Social Services
2. Family Court
3. Juvenile Court

III. Health Services

1. Hospital & Home (2 Institutions)
2. Public Health
3. 51.42 & 51.437 Boards

IV. Business & Office

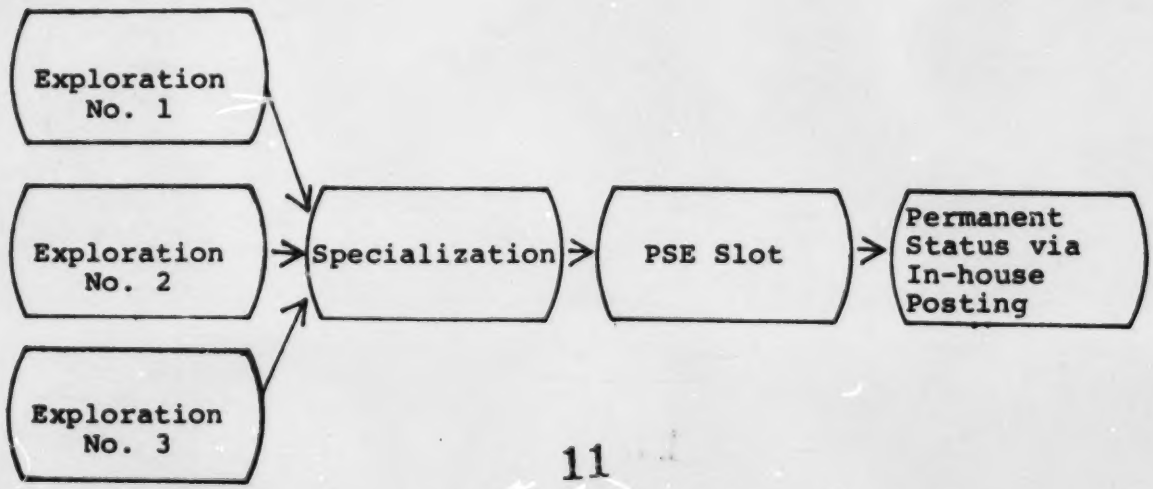
1. Data Processing
2. Printing
3. Mailroom
4. Variety of Clerical

V. Civil & Criminal Law

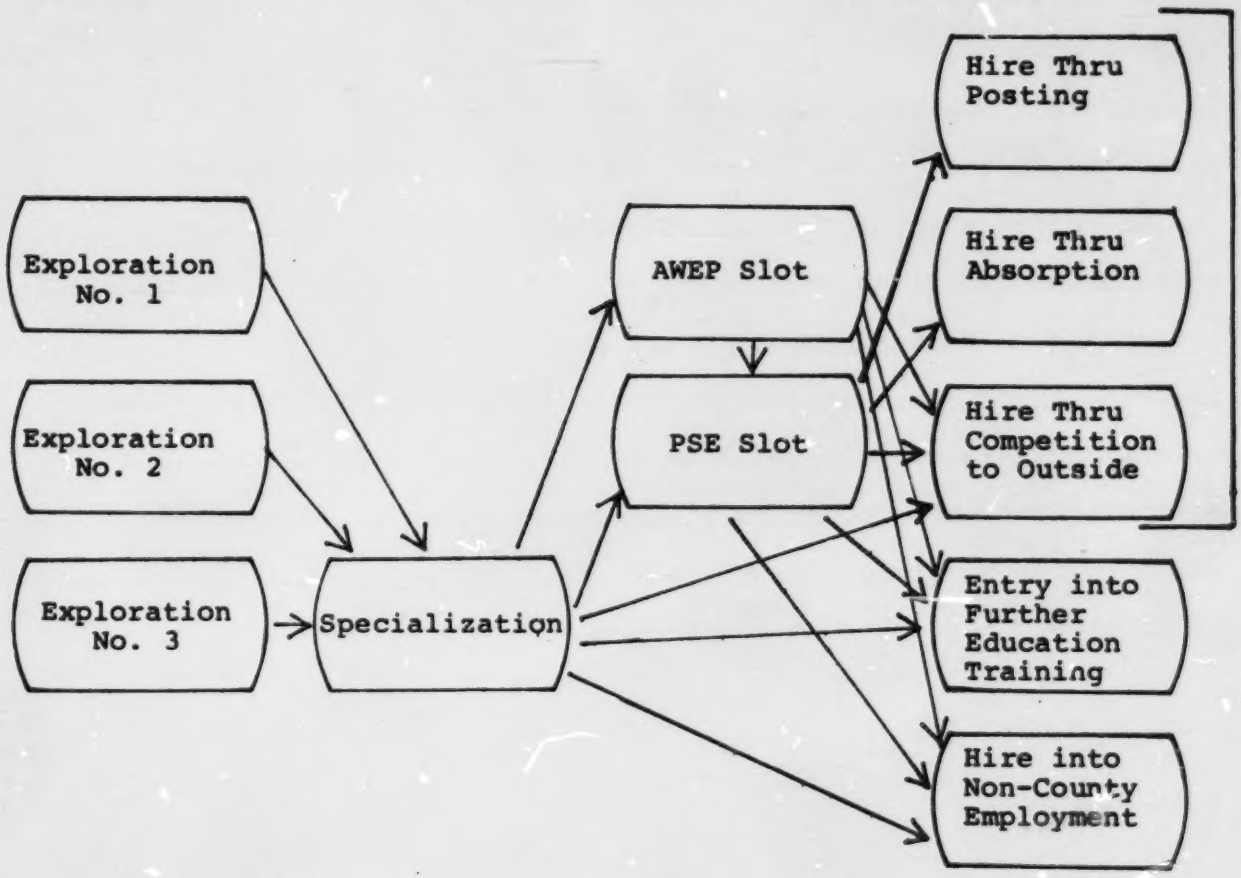
1. Sheriff
2. Traffic
3. District Attorney
4. Family Court
5. Clerk of Courts
6. Court Rooms

Specializations would be drawn both from County job sites and general AWEP resources.

Discussions have raised the possibility of adding a third phase to the career development component. In this extended design, clients might explore one to three career areas, specialize in a chosen field and then seek a CETA PSE/AWEP slot in the specialization area. Thus Exploration and Specialization become a training sequence which prepares clients for a job which is chosen by the client and related to a definite career goal. PSE status would also allow clients to compete for in-house postings, the surest way into the civil service system. Thus one possible and very productive client outcome can be schematized as follows:



Some clients may utilize County Exploration and Specialization without becoming PSE's. They might simply gain sufficient confidence, direction and skills to enter County competition "to the outside." Others would inevitably seek employment in the private sector or non-County public agencies. The diagram below pictures the total program process with five possible placement outcomes. The bracketed options demonstrate the three ways AWEP clients might find their way into the County Civil Service System.



PART V: CONCLUSION

CETA clients, like most Americans, have had virtually no career education. If further deprived of opportunities to explore a range of career options, test interests in a specialized way and process on-the-job training in some systematic fashion, they will leave expensive manpower programming with no more real direction or decision-making knowledge than they had to start with. Circumstances, mechanical placement matches, old prejudices and stereotypes will make their decisions for them. Thus a "second chance" will simply duplicate the wasteful deficiencies of elementary and secondary education.

Without training which has a design for career development, CETA programs cannot have lasting results. A training process which features employer-directed Exploration and Specialization offers at least a modest hope for helping clients determine their own needs and interests and begin to make personalized career choices.

APPENDIX

I. Continuum of Possible Exploration Activities (Levels I - VIII)[1] . . . . . IV.2 - .7

II. Example Exploration Programs

A. The Food and Drug Administration's Program in the "Government Service Exploration"[2]. . . . . V.10 - .14

B. The Philadelphia Free Library's Program in the "Communications and Media Exploration"[3]. . . . . V.14 - .17

III. Example Specialization Contract

Williams Photographic Studio Learning Contract[4]. 18

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1 Spann, Jerry, Handbook for Career Exploration Program Development (Philadelphia: Research for Better Schools, Inc., 1976), pp. IV.2-.7.

2 Ibid., pp. V.10-.14.

3 Ibid., pp. V.14-.17.

4 McLeod, Carmen E., Career Development Workshops Training Manual. Ibid., p. 18.

IV. SELECTING LEARNING ACTIVITIES FOR EXPLORATION PROGRAMS

A. THE CONTINUUM OF SITE ACTIVITIES IN REVIEW

Perhaps the most difficult part of exploration development comes when the SRC must select specific activities to give career exposures their shape and substance. Demonstration and pilot site personnel have discovered roughly thirty-three types of instructional activities which are especially effective in the context of the employer setting. These variations naturally and fortuitously range themselves along an extensive continuum of eight clearly definable phases (or levels). Each phase of the continuum represents a different teaching method and function. Moreover, each phase accomodates learning experiences of increasing complexity, relatedness to real worker activity and potential for student involvement.

Taken together the variations of this continuum of possibilities represents the broadest spectrum of methods and purposes. At one end of the spectrum is the rather commonplace approach involving teacher-centered delivery of abstract information. At the opposite end lies the most powerful means of exploring careers: student-centered involvement in hands-on experiences with real worker tasks. Each of the continuum levels, and its associated variations, has its appropriate place and time in the Exploration scenario. Each has its strengths and limitations, and thus its unique contribution to make.

The following outline presents the continuum in review, itemizing each variation and illustrating its use with an example from actual operational history. A close examination of the whole continuum is absolutely essential since its constructs and its examples will be major points of reference in subsequent discussion.

I. LECTURE PRESENTATIONS OF FACTS, CONCEPTS, AND PRINCIPLES (UNAIDED)

Optimum Use:

To deliver a body of basic factual information which will assist students in understanding and integrating their observations and experiences at the employer site.

Probable Staging:

In a class or conference room setting (1) during initial orientation segments (2) as preparation for active participation (3) as a summary exercise aimed at integrating what students have seen, heard and done in activities.

A. Simple definitions of an organization's goals, processes, and products:

"An insurance company provides x services by performing y processes and procedures."

B. Complex overviews of organizational structures and processes:

"The community bank is divided into six major departments which have distinctly different functions:..."

C. Topical explanations focusing on major work-related issues and concerns:

"safety inspections practices," "drug enforcement techniques," "the training requirements and benefits of job x or y"

D. A panel presentation featuring worker representatives of several different jobs in a single career area:

A social worker, psychologist, and aide discuss interrelated social services provided in their community agency.

II. AUDIO-VISUAL PRESENTATIONS WITH LECTURER'S COMMENTS AND ANNOTATIONS

Optimum Use:

To deliver necessary facts, concepts, and principles using high interest media which lend both a concrete context and immediacy to informational abstractions.

Probable Staging:

In a class or conference room setting (1) during initial orientation segments (2) as preparation for active participation (3) as a summary exercise aimed at integrating what students have seen, heard, and done in activities.

A. The content goals of I (1.-4.), featuring maps, charts, graphs or simple descriptive literature.

B. The content goals of I (1.-4.) featuring slide shows, tapes, photo-exhibits, etc.

C. The content goals of I (1.-4.) featuring short films and documentaries relevant to the site's organization, chief concerns, or activities, etc.

III. DIRECT STUDENT OBSERVATION OF REAL OR SIMULATED SLICES OF OCCUPATIONAL LIFE

Optimum Use:

To move students beyond the abstractions of factual information into the physical environment of work; to provide them with high impact demonstrations of job duties, equipment, and processes.

Probable Staging:

In appropriate work settings and/or a class room area suited to simulation or supplementary lecture or discussion segments.

A. The "walk and gawk, once-over-lightly" tour of the whole operation:

Students move rather quickly through the six departments of the community bank after a brief lecture-orientation.

B. The "try it, you'll like it" intensive tour of a few major areas, with selected, planned stop-overs for:

a. equipment examination and handling
b. personnel feature spots
c. casual student-worker discussion
d. simple task trials by each student

C. Structured teaching demonstrations presented by workers showing their actual occupational setting, equipment, and major work activities:

An x-ray technician takes, develops, and reads a chest x-ray giving interpretive annotations during the process.

D. Students observe employer job-training classes and participate where possible:

Student observe an introductory class for trainee corrections officers and participate in the discussion periods at the invitation of the instructor.

E. Employees enact a mock, round-table decision-making process which is central to their work:

Social workers review a fictional client folder and decide on an appropriate course of action, with student input.

F. Students observe selected, real occupational drama and participate in a follow-up discussion:

a criminal or civil trial-in-progress, a veterinary examination, a surgical procedure, the taping of a T.V. or radio show.

IV. ACTIVE, SUBSTANTIVE DISCUSSION BETWEEN EMPLOYEE INSTRUCTORS AND STUDENTS

Optimum Use:

To give students an opportunity to shape, articulate and actively integrate significant information and experiences.

Probable Staging:

In a class or conference room setting before and/or after "action segments" such as intensive tours, feature films, simulations, "hands-on" participation, etc.

A. Casual exchanges of facts, opinions, expectations:

Instructor asks each student to comment on his present career interests.

B. Structured question and answer sessions geared to establishing or reviewing critical facts, concepts, or principles:

"Name the three jobs you have examined today and mention the major responsibilities of each."

C. Guided examinations of student reaction to observations and experiences gained in the course of the program:

"Would you like to be a bank teller, a data processor?" (Why? Why not?)

D. Systematic discussion to assess, summarize, and integrate impressions, information, and experiences:

"Think for a few minutes about all the jobs you have seen here and then tell us which of them best suit your interests and abilities."

E. Oral presentations by students featuring their assessments of work-related problems or experiences:

Students are asked to prepare a two minute presentation evaluating the effectiveness of the program activities.

V. BASIC SKILLS DEVELOPMENT PROJECTS USING SITE RESOURCES AND CONCERNS

Optimum Use:

To teach specific basic skills and demonstrate their relevance to the requirements of work.

Probable Staging:

In the environment of work, as employer-assigned homework to be discussed on site, or in a school setting designated to follow up exploration activities.

A. Students use employer equipment and personnel to attack math problems:

"Calculate the quantity of sulphur by-products you found in the anti-pollution equipment."

B. Students use simple research methods to explore questions raised at the site:

Employer helps students prepare a simple questionnaire to be administered to their peers and analyzed during a subsequent program day.

C. A social studies teacher or guidance counselor assists students in reading and writing up their findings on a site-related topic:

"How has the union movement influenced personnel practices in the skilled trades?"

VI. ROLE PLAYING AND PROBLEM SOLVING GAMES AND PROJECTS

Optimum Use:

To allow students to participate in highly imaginative and personalized explorations of worker roles and major organizational issues, such as human relations, budgeting, management strategies, etc.

Probable Staging:

A seminar or class room setting following instructional in-puts in the form of lectures, discussions, or demonstrations.

A. Students adopt and play out a typical personal problem or potential conflict which has been stated hypothetically:

Union spokesmen, management representatives and arbiter negotiate the terms of a new contract.

B. Students act as a group to draft a personnel policy which is to establish fair criteria for promotion in a specific job category.

C. Students draw up a hypothetical budget governing the site and then check their guesses against actual fact.

D. Each student creates a simple product which might be used to advertize an aspect of the site which they have found particularly striking:

With the help of a public relations specialist, each student writes a newsrelease describing a favorite zoo animal.

VII. "AS-IF," FULL-SCALE SIMULATIONS OF REAL WORKERS ACTIVITIES

Optimum Use:

To allow students to apply information and experiences to tasks which approximate the challenges and satisfactions of real work.

Probable Staging:

After information and observation in-puts, using minimal props in a staged or real work setting.

A. Students take turns performing one simple task with minimal equipment:

"Now use the geiger counter to find two radiation sources which we have hidden in the supply room."

B. Students perform a logical sequence of tasks which represents several major duties of a given job:

Using a small conference room supplied with a selection of food samples, a microscope, and one reference text, an F.D.A. entomologist supervises as students prepare slides, tentatively identify contaminants, and check their hypotheses.

C. Students prepare and enact a significant piece of occupational drama which involves an imaginative mastery of several interrelated jobs or procedures:

1. Using the records of actual case histories, students script, cast and perform a mock criminal trial (to be video-taped and critiqued by an attorney or a paralegal specialist).

2. To gain concrete knowledge of hiring procedures and job requirements, students take a sample employment test, fill out a real application and help interview a "student finalist," all with the assistance of a personnel specialist.

D. Students participate in "interlocking" simulations which reflect the roles of many jobs as they contribute to a firm's entire production process:

Students use their own visit to a local newspaper as material for a feature story which they write, edit, set and "help" publish.

VIII PERFORMANCES OF REAL WORK TASKS WITH REAL WORK OUTCOMES

Optimum Use:

To give students first hand knowledge of the demands, satisfactions, and accountability of real work.

Probable Staging:

After considerable orientation, observation, and supervised practice.

A. Students provide assistance or support functions in an observer/apprentice relationship to an employee:

Typical duties might include typing, filing, cleaning equipments, recording data, and responding to phone calls.

B. Students assume full responsibility for handling one important duty of an employee:

A student takes over counter sales in a small retail firm.

C. Students render a full range of services in close proximity to working professionals:

A student with good reading skills teaches language arts to a small group of children in a local daycare center.

D. Students execute a complex work project in several stages with periodic intervention and coaching by a supervising professional:

> A student studies models, gathers materials, and designs a display window for probable use in a clothing store's fall advertizing campaign.

B. A DISCUSSION OF EACH PHASE OF THE CONTINUUM

Activity Types I and II: Lecture Presentation, with and without audio-visual aids, share a common format and teaching potential. They are the most reasonable and efficient ways to convey very basic, introductory information to students who are new to both the context and careers of an employer site. The teacher-centered format provides an employer instructor with a highly controlled opportunity to set forth quickly and simply a ground work of essential facts, concepts, and principles in a learning situation (class or conference room) removed from the probable distractions of noisy machines and bustling personnel.

The use of lectures should be strictly limited to those points in a program when specific information must be delivered to prepare students for direct involvement in the more complex, work-related activities further along on the continuum. Thus a lecture might introduce students to: (1) the production process they will follow in a subsequent tour, (2) the legal issues central to a trial they will soon observe, (3) the rules of a management game they are about to play.

If reasonably interesting and current audio-visual materials are available, they will increase student understanding and attention spans. Students have been conditioned by the media to respond very intensly to audio-visual teaching, and they grasp with real interest and intelligence

Career Exploration at the Food and Drug Administration

(Government Service Cluster)

Day #1

Orientation Lecture: Defining the Goals, Structure, and Processes of the F.D.A.

- Role of F.D.A. as a Law Enforcement Agency
- Organization of the F.D.A. (using chart)
- History and Development of the F.D.A.
- The "Project System" and "Regulatory Programs"

Question and Answer Session on Lecture Presentation

Career Exposures: Investigator, Inspector

A. Lecture Description of their
   - Daily Tasks and Activities
   - Responsibilities
   - Authority

B. Film - "How to do a Bakery Inspection"

C. Demonstration of Typical Uses of Equipment and Materials"
   - Polaroid SX 70 and Close-up Lenses
   - Professional Diaries, Notices of Inspection, Forms

D. A Practical Exercise for Students:
   - Students take inspection snapshots of sample display materials.

E. Lecture-Demonstration on Sample Collecting

F. A Practical Exercise for Students
   - Students make official samples of available display materials and write them up appropriately.

Lecture Preparation for Student-Simulated Bakery Inspection

- Purpose, Scope, Authority of Investigation
- Checklist for Investigation
- Related Written Reports
- Students Divided into two Competing Teams

Students Inspect Simulated Bakery Establishment

- Role-play Introduction to Owners (played by F.D.A. Investigators)
- Identify Contaminants
- Collect and Prepare Samples for Laboratory Analysis
- Write Official Forms
- Document Inspection Investigation with Polaroid SX 70 Snapshots

Day #2

Formal Preparation of Samples Collected from Bakery Inspection Simulation

- Container Placement
- Official Identification

Simulated Inspection - Drug Warehouse

A. Lecture Presentation on Possible Violations

B. Discussion of Drug Inspection Techniques

C. Slide Demonstration of Field Drug Inspection

D. Film - "Safe and Effective Pharmacutical Manufacturing:

E. A Practical Exercise: Students participate in training simulation (designed for F.D.A. Inspectors/ Investigators) by listing violations apparent in film "No Margin for Error, Part I" and then check their responses against the correct findings presented in the film's second part.

Films on hazards of drug abuse:

- "Quakery"
- "Mind-Benders"

Discussion of Films

Paraprofessional Careers in Investigations/Inspections

- Sample Custodian
- Import Technician
- Supply Clerk

Representatives from each of these technical careers discuss their work with the students.

Day #3

Careers in the Laboratory Sciences: Chemist, Entomologist

A. Tour of the F.D.S.'s Scientific Laboratories

B. Lecture - Discussion on

- Purpose of Laboratory Science in the Work of the F.D.A.
- Laboratory Processes used to Analyze Samples Collected in Field Investigations
- How to Write Up a Laboratory Work Sheet

C. A Practical Exercise:

- Students Write Up a Worksheet for Their Samples
- Students isolate insect parts from their contaminated samples and prepare microscope slides
- They examine slides under microscope and identify contaminants using reference book key
- They continue their use of microscopes, using human and animal hair samples

Slide Presentation: "Insects as Food Contaminators."

Lecture-Discussion - How the biology of insects determines the laboratory test used to isolate and identify food contaminants.

A Practical Exercise: Students write up their microscope - study findings and prepare a report to be given Compliance Officers on the next program day.

Day #4

Lecture-Discussion on the Work of Compliance Officers:

- Review of Compliance Activities
- Definition of "Seizures", "Warrants", "Prosecution"
- Possible Regulatory Actions

A Practical Exercise of Students: Students prepare the results of their simulated bakery inspection for regulatory action.

Lecture on the Work of Public Affairs Officers in the F.D.A.

- Duties and Responsibilities
- Relation to other branches in the F.D.A.
- Example film made by Public Affairs Office

"Read the Label; Set a Better Table"

Careers in Radiological Health

A. Lecture on "The Nature of Radioactivity"

B. Microwave Oven Demonstration (illustrating different types of radiation)

C. Simulation-Students learn how to read simple geigercounters and are asked to discover hidden sources of radiation.

Lecture Presentation - Information about Civil Service Employment

- G. S. Ratings
- Salaries and Benefits
- Training and Experience Requirements for Careers Explored at the F.D.A.

Wind-Up Question and Answer Session

The Exploration provided by the Philadelphia Free Library does not have the tight organization and linear progression of the F.D.A. program. The Librarians in charge of instructing the students structured the program around individual projects each of which was quite different in theme and design. Students worked in small groups, sometimes competing, sometimes sharing their highly original products. Each project served to (1) demonstrate important career duties of a librarian (2) develop basic skills (3) suggest how individual students could make use of the facilities and resources of the Free Library. Although game-projects dominate the activity agenda, a close look at content and objectives of each reveals that the ERC's have dealt with all of the major content areas basic to Exploration. Sample materials illustrating two of the projects follow the scenario.

Career Exploration at the Philadelphia Free Library

(Communications and Media Cluster)

Day #1

Personalized Tour: One or two students accompany a single ERC through a different course in the library. ERC's get to know students and assess their outstanding interest and needs. At the end of the tour, the guide allows students to choose one or two paperback books which will become the focus of a book display project, Day #4.

Lunch: Students eat lunch with their individualized guides, discussing what they have seen and like in the course of the morning and what is to come in the activity scheduled.

Students Become Film Reviewers. The ERC's explain the goals and techniques of film reviewing and hand out a formated review sheet for each student to use in writing critiques of several short-subject films. After viewing and commenting on each, the ERC's lead students in a casual exchange of reviewer opinions focusing on the critical questions of any viewing librarian, "Should the Library purchase this film?"

Day #2

Students are divided into groups for the entire morning. T groups alternate between two special projects, "Using Newspapers as References" and "Interviewing for Career Information".

Using Newspapers as Reference Sources: A librarian explains and demonstrates the use of microfilm readers to search for periodical facts. Students are then asked to find out what was happening in Philadelphia on their day of birth. An example student response is attached to the scenario.

Interviewing for Career Information: Students develop an interview format and select two library departments in which to search for answers to their questions. Each student then approaches a worker on his job in each of the two departments. During the subsequent discussions, a student or librarian documents the interviews with polaroid snapshots.

A Visit to the Stations Department: Students visit the mobile portion of the library, which services hospitals, prisons, and other public institutions. There they receive an orientation to the Free Library as an organization.

Day #3

"Reference-Run-Around Game": Librarian leaders gather a large number of common reference books on several tables and divide the students into competing teams. Throughout the morning, students draw reference quiz questions and attempt to answer as many as possible--in writing. The ERC librarians move about the room helping students identify appropriate reference sources and checking answers.

Visit to the Law Library: A Law Librarian explains the specialized function of the law library and helps students formulate questions of personal interest: "Can you smoke pot legally in Nevada?" The group uses the resources of the library to answer their questions.

Day #4

Students are once again divided into two groups which alternate work on two new projects, "Developing a Slide Show and Narrative of the Library Experience and "Creating a Book Display" to illustrate the paperback books distributed in the first sessions of the program.

Developing a Slide Show and Narrative of the Library Experience using the pictures taken in the interview segment and in other portions of the program, students create an audio-visual and taped narrative representing their impressions of the Exploration experience.

Creating a Book Display: Using pictures and written statements, each student creates a promotion to show other students why their chosen book is worth reading.

Wind-up Session: The two groups of students join to show off their individual work on each of the two projects.

YELLOW PAGES:

A classified telephone directory which lists companies, products, and services alphabetically by type of business. An index in the back will help you to find the headings used in the directory.

BULLETIN ALMANAC:

Provides current information about the Greater Philadelphia area on a wide range of topics; an index in the back of the book.

FAMOUS FACTS:

Records first happenings, inventions, and discoveries in the U.S.; indexes in the back of the book are arranged by years, days of the month, and personal names.

WORLD BOOK:

Brief articles on a wide variety of topics arranged alphabetically; many of the articles supplemented with graphs and/or illustrations.

GUINNESS BOOK OF WORLD RECORDS:

Facts and figures on the longest, largest, oldest, greatest...in sports, science, business, arts....

ENCYCLOPEDIA OF WITCHCRAFT:

Articles arranged alphabetically cover the subject of witchcraft as practice in many countries from the year 1450-1750.

THE WAY THINGS WORK:

Illustrated encyclopedia of technology which provides diagrams and short explanations of machines and gadgets, scientific principles, and industrial processes; an index in the back of the book.

GROVES DICT. OF MUSIC:

Alphabetically arranged entries on rock music and musicians provide short biographies of personalities, information on styles, instruments, group members, albums and/or singles. The appendix lists top-selling singles and albums by year.

NEW PICTORIAL HISTORY OF THE TALKIES:

Picture book of the history of motion pictures since the invention of the sound track. Pictures are arranged chronologically and the highlights of each year are noted; there is an index in the back of the book.

MENKE'S ENCYC. OF SPORTS:

Contains information on the history, rules, and champions of nearly 80 different sport fields in addition to a tabulation of current records and statistics for these sports. Index.

SAMPLE

18

STUDENT LEARNING CONTRACT

Student: JOHN SMITH

Specialization Title: PHOTOGRAPHY

Resource Site Coordinator (Supervisor): MR. BILL WILLIAMS

Resource Site: WILLIAMS PHOTOGRAPHIC STUDIO

Address: 220 S.14TH ST. SPRINGFIELD, OHIO Phone: 675-8888

Scheduled Day and Time WED. 9A.M.-4P.M. SEPT. 4 - NOV. 11, 1977

Credit to be Received: .2 SCIENCE - .1 ART

OVERALL OBJECTIVES: To acquaint Mr. Smith with the occupation of professional photographer. Mr. Smith will be engaged in activities that photographers engage in as artists, scientists and salespeople.

LEARNING ACTIVITIES:

1. Darkroom-mix chemicals, regulate bath temperatures, develop film enlarge photographs, mount photographs and maintain equipment.

   Field Activites: use different types of cameras and photographic equipment in the field and in the studio.

   Sales Activities: sell finished products to private customers and retail outlets.

LEARNING OBJECTIVES:

1. Be able to work from film to a finished product using the resources available in the darkroom.
2. Be able to use a wide variety of photographic equipment.
3. Understand the fundamentals of selling to the public.

PRODUCT (S):

A photographic portfolio of the specialization activities.

EVALUATION PROCESS: Mr. Smith will be evaluated on the quality of his portfolio and on a multiple choice examination. A subjective appraisal will be made of his aptitude for becoming a professional photographer. All evaluations will be made by Mr. Williams and shared with Mr. Smith.

Date of Contract _____

Bill Williams
Resource Site Coordinator

John Smith
Student

Frances Healy
Resource Coordinator

SYNOPIS

CAREER EXPLORATION AND SPECIALIZATION:

A NEW

TRAINING DESIGN

FOR

ADULT AND YOUTH WORK EXPERIENCE

AUGUST 9, 1977

SYNOPSIS PREPARED BY

JERRY SPANN
DANE COUNTY AFFIRMATIVE ACTION OFFICER
OFFICE OF THE COUNTY EXECUTIVE
MADISON, WISCONSIN

Manpower programs have traditionally been evaluated by short-term placement statistics. As a result, a one-shot match of available client with available job has often become the dominant placement strategy--a strategy constantly reinforced by federal fiscal pressure to speed up operations and increase the number of matches. Mechanical and short-sighted, this approach ignores the client's need for a training program which builds in sound career development experience and skills in the form of job exploration, internship and personalized decision-making.

The Affirmative Action Office of Dane County (with the support of the Affirmative Action Commission, and the County Executive) and the staff of the Work Experience Program are now planning to implement a year-long training design for AWEP clients which promises to introduce employer-directed career development into the placement process. After an exhaustive in-take evaluation, clients will have the opportunity to explore up to five career areas (on-the-job), then select internship sites in careers of special interest; finally, they will be guided in using their real work experience toward more personal and rational placement decisions.

Adapted from a model developed and field-tested by the National Institute of Education (1971--present), the proposed training design utilizes a two-phase learning process before eventual placement. In the first phase, Career Exploration, groups of clients participate in one to five Exploration courses developed by County departments with the direction of AWEP counselors.

Each of the five courses lasts from nine to twelve weeks (1-2 days/weeks), each is composed of a structured cluster of different departments which are meaningfully related by common-

alities in careers represented and work performed. The central goal of exploration is to give clients general career awareness through broad exposure to a range of careers in a given occupational area. Projected County/AWEP Exploration courses are outlined as follows:

County Exploration Courses

I. Labor & Maintenance

1. Parking Ramp
2. City-Co. Bldg. Maintenance
3. Lakeview Bldgs. and Grounds
4. Highway
5. Parks

II. Social Services

1. Social Services
2. Family Court
3. Juvenile Court

III. Health Services

1. Hospital & Home (2 institutions)
2. Public Health
3. 51.42 and 51.437 Boards

IV. Business and Office

1. Data Processing
2. Printing
3. Mailroom
4. Variety of Clerical

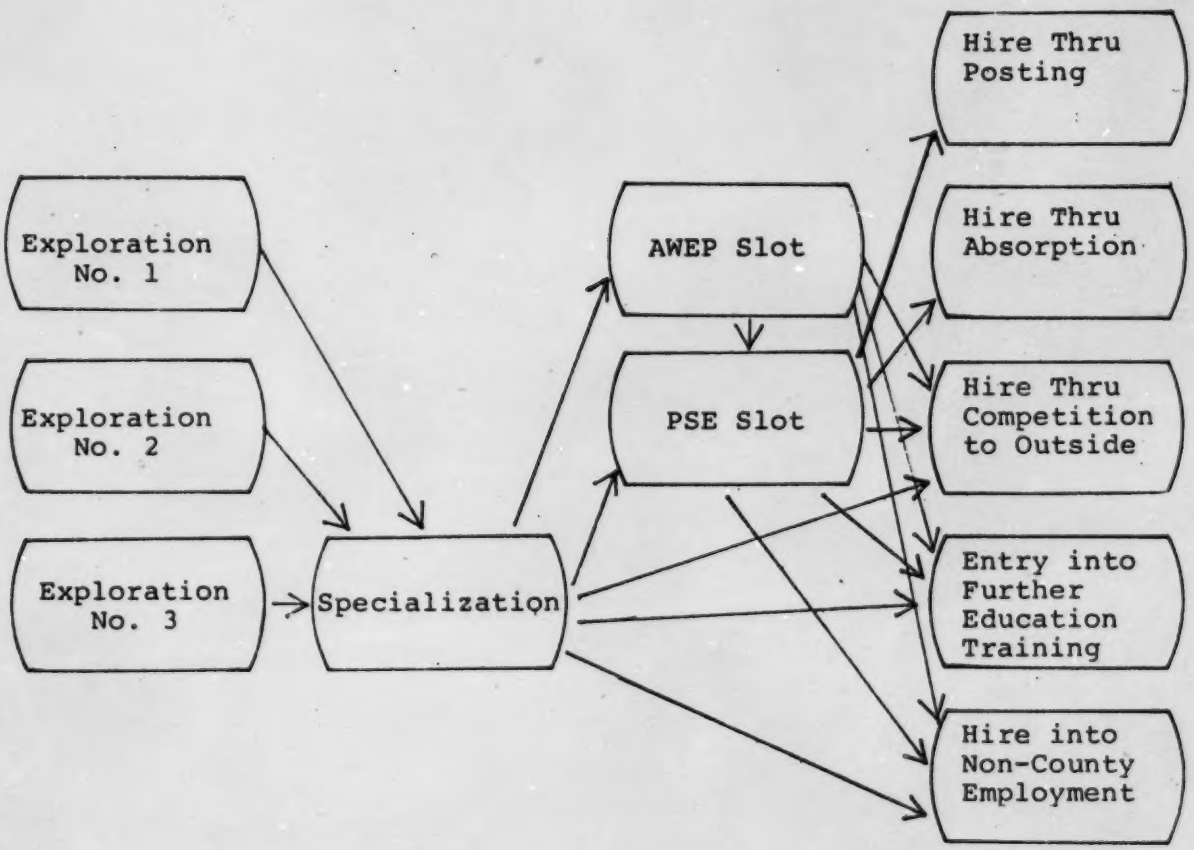
V. Civil and Criminal Law

1. Sheriff
2. Traffic
3. District Attorney
4. Family Court
5. Clerk of Courts
6. Court Rooms

After the client has participated in one or more of these courses, he/she may elect to create a Specialization, interning in a single job at a single job site. With the help of counselor and site resource people, the client designs a skill-centered learning contract which is the "syllabus" for Specialization

and the yardstick for later evaluation efforts. After a Specialization, the client may choose to (1) take a second Specialization at the same site, (2) elect a different Specialization in the same career area, (3) try specializing in a completely different career area or (4) return to the Exploration phase for further broad surveying.

Both Exploration and Specialization are supported by group and individual Guidance activities and Basic Skills remediation, where necessary. The four components coupled with other AWEP program elements are expected to result in several different placement outcomes. Projected client "paths" through the process are schematized as follows:



Without training which includes a design for career development, manpower programs cannot have lasting results. Employer-directed Exploration and Specialization offer at least a modest hope for helping clients determine their own needs and interests and begin to make personalized career choices.

From Dane County's point of view, the training program represents a very substantive affirmative action strategy which promises a number of beneficial results: (1) increased County employee awareness of and interaction with minorities and other underrepresented groups, (2) acquisition of greater numbers of affirmative action group applicants and permanent employees, and (3) departmental involvement in affirmative action program planning and implementation.